

**GRADE 2 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS**

<b>2010 TEKS</b>	<b>Streamlining</b>  <b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b> <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b>	<b>2018 TEKS</b>	<b>Additional Information</b>
(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:	(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:	(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:	No change
(1)(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and	(1)(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and	(1)(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and	No change
(1)(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.	(1)(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.	(1)(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.	No change
(2) History. The student understands the concepts of time and chronology. The student is expected to:	<del>(2) History. The student understands the concepts of time and chronology. The student is expected to:</del>		Deleted
(2)(A) describe the order of events by using designations of time periods such as historical and present times;	<del>(2)(A) describe the order of events by using designations of time periods such as historical and present times;</del>		2010 SE (2)(A) recoded to 2018 SE (16)(A)
(2)(B) apply vocabulary related to chronology, including past, present, and future; and	<del>(2)(B) apply vocabulary related to chronology, including past, present, and future; and</del>		2010 SE (2)(B) recoded to 2018 SE (16)(B)
(2)(C) create and interpret timelines for events in the past and present.	<del>(2)(C) create and interpret timelines for events in the past and present.</del>		2010 SE (2)(C) recoded to 2018 SE (16)(C)
(3) History. The student understands how various sources provide information about the past and present. The student is expected to:	<del>(3) History. The student understands how various sources provide information about the past and present. The student is expected to:</del>		Deleted
(3)(A) identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources; and	<del>(3)(A) identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources; and</del>		<ul style="list-style-type: none"> <li>• Deleted</li> <li>• A variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts remains in 2018 SE (15)(A)</li> <li>• Interpreting oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting remains in 2018 SE (15)(B)</li> </ul>

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(3)(B) describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.	<del>(3)(B) describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.</del>		<ul style="list-style-type: none"> <li>Deleted</li> <li>A variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts remains in 2018 SE (15)(A)</li> <li>Interpreting oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting remains in 2018 SE (15)(B)</li> </ul>
(4) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:	<del>(4)</del> History. The student understands how historical figures, <del>patriots, and good citizens</del> helped shape the community, state, and nation. The student is expected to:	(2) History. The student understands how historical figures helped shape the community, state, and nation. The student is expected to:	<ul style="list-style-type: none"> <li>2010 K&amp;S statement (4) recoded to 2018 K&amp;S statement (2)</li> <li>Streamlined</li> <li>Good citizenship and historical figures remain in 2018 K&amp;S statement (10) and 2018 SE (10)(B)</li> </ul>
(4)(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation;	<del>(4)</del> (A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, <del>John Hancock</del> , and Theodore Roosevelt, who have influenced the <del>community</del> , state, and nation; and	(2)(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation; and	<ul style="list-style-type: none"> <li>2010 SE (4)(A) recoded to 2018 SE (2)(A)</li> <li>Streamlined</li> <li>How people and events have influenced local community history remains in 2018 SE (2)(B)</li> </ul>
(4)(B) identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness; and	<del>(4)(B) identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness; and</del>		<ul style="list-style-type: none"> <li>2010 SE (4)(B) moved into 2018 K&amp;S statement (14)</li> <li>Streamlined</li> <li>Edited for clarification</li> </ul>
(4)(C) explain how people and events have influenced local community history.	<del>(4)(C)</del> <del>describe</del> <u>explain</u> how people and events have influenced local community history.	(2)(B) describe how people and events have influenced local community history.	<ul style="list-style-type: none"> <li>2010 SE (4)(C) recoded to 2018 SE (2)(B)</li> <li>Cognitive verb “explain” changed to “describe”</li> </ul>
(5) Geography. The student uses simple geographic tools such as maps and globes. The student is expected to:	<del>(5)</del> Geography. The student uses simple geographic tools, <u>including</u> <del>such as</del> maps and globes. The student is expected to:	(3) Geography. The student uses simple geographic tools, including maps and globes. The student is expected to:	<ul style="list-style-type: none"> <li>2010 K&amp;S statement (5) recoded to 2018 K&amp;S statement (3)</li> <li>Edited for clarification</li> </ul>

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(5)(A) interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys; and	<del>(3)(5)</del> (A) <u>identify and use</u> <del>interpret</del> information on maps and globes using basic map elements such as title, <u>cardinal directions</u> <del>orientation (north, south, east, west)</del> , and legend <del>legend/map keys</del> ; and	(3)(A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend; and	<ul style="list-style-type: none"> <li>2010 SE (5)(A) recoded to 2018 SE (3)(A)</li> <li>Cognitive verb “interpret” changed to verb phrase “identify and use”</li> <li>Edited for clarification and alignment with similar TEKS in other social studies courses</li> </ul>
(5)(B) create maps to show places and routes within the home, school, and community.	<del>(3)(5)</del> (B) create maps to show places and routes within the home, school, and community.	(3)(B) create maps to show places and routes within the home, school, and community.	2010 SE (5)(B) recoded to 2018 SE (3)(B)
(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	<del>(4)(6)</del> Geography. The student understands the <u>location</u> <del>locations and characteristics</del> of places <del>and regions</del> in <u>their</u> <del>the</del> community, state, <u>country</u> , and <u>the world</u> <del>nation</del> . The student is expected to:	(4) Geography. The student understands the location of places in their community, state, country, and the world. The student is expected to:	<ul style="list-style-type: none"> <li>2010 K&amp;S statement (6) recoded to 2018 K&amp;S statement (4)</li> <li>Streamlined</li> <li>Edited for clarification</li> </ul>
(6)(A) identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes;	<del>(4)(6)</del> (A) identify major landforms and bodies of water, including each of the <u>seven</u> continents and each of the oceans, on maps and globes; and	(4)(A) identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes; and	<ul style="list-style-type: none"> <li>2010 SE (6)(A) recoded to 2018 SE (4)(A)</li> <li>Edited for clarification</li> </ul>
(6)(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes; and	<del>(4)(6)</del> (B) locate places <del>of significance</del> , including the local community, Texas, <u>the United States</u> , the state capital, the U.S. capital, <u>and the bordering countries of</u> <del>major cities in Texas, the coast of Texas, Canada and, Mexico, and the United States</del> on maps and globes. <del>; and</del>	(4)(B) locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes.	<ul style="list-style-type: none"> <li>2010 SE (6)(B) recoded to 2018 SE (4)(B)</li> <li>Streamlined</li> <li>Edited for clarification</li> </ul>
(6)(C) examine information from various sources about places and regions.	<del>(6)(C) examine information from various sources about places and regions.</del>		Deleted
(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:	<del>(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:</del>		Deleted
(7)(A) describe how weather patterns and seasonal patterns affect activities and settlement patterns;	<del>(A) describe how weather patterns and seasonal patterns affect activities and settlement patterns;</del>		Deleted
(7)(B) describe how natural resources and natural hazards affect activities and settlement patterns;	<del>(B) describe how natural resources and natural hazards affect activities and settlement patterns;</del>		Deleted

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(7)(C) explain how people depend on the physical environment and natural resources to meet basic needs; and	<del>(C) explain how people depend on the physical environment and natural resources to meet basic needs; and</del>		Deleted
(7)(D) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.	<del>(D) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.</del>		Deleted
(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:	<u>(5)</u> <del>(8)</del> Geography. The student understands how humans use and modify the physical environment. The student is expected to:	(5) Geography. The student understands how humans use and modify the physical environment. The student is expected to:	2010 K&S statement (8) recoded to 2018 K&S statement (5)
(8)(A) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil;	<u>(5)</u> <del>(8)</del> (A) identify ways in which people have modified the physical environment such as <u>clearing land</u> , building roads, <u>using land for agriculture</u> <del>clearing land for urban development and agricultural use</del> , and drilling for oil;	(5)(A) identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil;	<ul style="list-style-type: none"> <li>• 2010 SE (8)(A) recoded to 2018 SE (5)(A)</li> <li>• Edited for clarification</li> </ul>
(8)(B) identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and	<u>(5)</u> <del>(8)</del> (B) identify <del>positive and negative</del> consequences of human modification of the physical environment <del>such as the use of irrigation to improve crop yields</del> ; and	(5)(B) identify consequences of human modification of the physical environment; and	<ul style="list-style-type: none"> <li>• 2010 SE (8)(B) recoded to 2018 SE (5)(B)</li> <li>• Streamlined</li> </ul>
(8)(C) identify ways people can conserve and replenish natural resources.	<u>(5)</u> <del>(8)</del> (C) identify ways people can conserve and replenish <u>Earth's natural</u> resources.	(5)(C) identify ways people can conserve and replenish Earth's resources.	<ul style="list-style-type: none"> <li>• 2010 SE (8)(C) recoded to 2018 SE (5)(C)</li> <li>• Edited for clarification</li> </ul>
(9) Economics. The student understands the value of work. The student is expected to:	<u>(6)</u> <del>(9)</del> Economics. The student understands the value of work. The student is expected to:	(6) Economics. The student understands the value of work. The student is expected to:	2010 K&S statement (9) recoded to 2018 K&S statement (6)
(9)(A) explain how work provides income to purchase goods and services; and	<u>(6)</u> <del>(9)</del> (A) explain how work provides income to purchase goods and services; and	(6)(A) explain how work provides income to purchase goods and services; and	2010 SE (9)(A) recoded to 2018 SE (6)(A)
(9)(B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work.	<u>(6)</u> <del>(9)</del> (B) explain the choices people <del>in the U.S. free enterprise system</del> can make about earning, spending, and saving money <del>and where to live and work</del> .	(6)(B) explain the choices people can make about earning, spending, and saving money.	<ul style="list-style-type: none"> <li>• 2010 SE (9)(B) recoded to 2018 SE (6)(B)</li> <li>• Streamlined</li> </ul>

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(10) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:	<u>(7)</u> <del>(10)</del> Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:	(7) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:	2010 K&S statement (10) recoded to 2018 K&S statement (7)
(10)(A) distinguish between producing and consuming;	<u>(7)</u> <del>(10)</del> (A) distinguish between producing and consuming;	(7)(A) distinguish between producing and consuming;	2010 SE (10)(A) recoded to 2018 SE (7)(A)
(10)(B) identify ways in which people are both producers and consumers; and	<u>(7)</u> <del>(10)</del> (B) identify ways in which people are both producers and consumers; and	(7)(B) identify ways in which people are both producers and consumers; and	2010 SE (10)(B) recoded to 2018 SE (7)(B)
(10)(C) examine the development of a product from a natural resource to a finished product.	<u>(7)</u> <del>(10)</del> (C) <u>trace</u> <del>examine</del> the development of a product from a natural resource to a finished product.	(7)(C) trace the development of a product from a natural resource to a finished product.	<ul style="list-style-type: none"> <li>• 2010 SE (10)(C) recoded to 2018 SE (7)(C)</li> <li>• Cognitive verb “examine” changed to “trace”</li> </ul>
(11) Government. The student understands the purpose of governments. The student is expected to:	<u>(8)</u> <del>(11)</del> Government. The student understands the purpose of governments. The student is expected to:	(8) Government. The student understands the purpose of governments. The student is expected to:	2010 K&S statement (11) recoded to 2018 K&S statement (8)
(11)(A) identify functions of governments such as establishing order, providing security, and managing conflict;	<u>(8)</u> <del>(11)</del> (A) identify functions of governments such as establishing order, providing security, and managing conflict; and	(8)(A) identify functions of governments such as establishing order, providing security, and managing conflict; and	2010 SE (11)(A) recoded to 2018 SE (8)(A)
(11)(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community; and	<u>(8)</u> <del>(11)</del> (B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community. <del>;</del> <del>and</del>	(8)(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.	2010 SE (11)(B) recoded to 2018 SE (8)(B)
(11)(C) describe how governments tax citizens to pay for services.	<del>(11)(C) describe how governments tax citizens to pay for services.</del>		Deleted
(12) Government. The student understands the role of public officials. The student is expected to:	<u>(9)</u> <del>(12)</del> Government. The student understands the role of public officials. The student is expected to:	(9) Government. The student understands the role of public officials. The student is expected to:	2010 K&S statement (12) recoded to 2018 K&S statement (9)
(12)(A) name current public officials, including mayor, governor, and president;	<u>(9)</u> <del>(12)</del> (A) name current public officials, including mayor, governor, and president;	(9)(A) name current public officials, including mayor, governor, and president;	2010 SE (12)(A) recoded to 2018 SE (9)(A)
(12)(B) compare the roles of public officials, including mayor, governor, and president;	<u>(9)</u> <del>(12)</del> (B) compare the roles of public officials, including mayor, governor, and president;	(9)(B) compare the roles of public officials, including mayor, governor, and president;	2010 SE (12)(B) recoded to 2018 SE (9)(B)

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(12)(C) identify ways that public officials are selected, including election and appointment to office; and	<del>(9)(12)</del> (C) identify ways that public officials are selected, including election and appointment to office; and	(9)(C) identify ways that public officials are selected, including election and appointment to office; and	2010 SE (12)(C) recoded to 2018 SE (9)(C)
(12)(D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.	<del>(9)(12)</del> (D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.	(9)(D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.	2010 SE (12)(D) recoded to 2018 SE (9)(D)
(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	<del>(10)(13)</del> Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	(10) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	2010 K&S statement (13) recoded to 2018 K&S statement (10)
(13)(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;	<del>(10)(13)</del> (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;	(10)(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;	2010 SE (13)(A) recoded to 2018 SE (10)(A)
(13)(B) identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship;	<del>(10)(13)</del> (B) identify historical figures <u>and other individuals who have exemplified good citizenship</u> such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), <del>and</del> Navajo Code Talkers, and Sojourner Truth <del>who have exemplified good citizenship</del> ; <u>and</u>	(10)(B) identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth; and	<ul style="list-style-type: none"> <li>• 2010 SE (13)(B) recoded to 2018 SE (10)(B)</li> <li>• 2010 SE (13)(C) moved into 2018 SE (10)(B)</li> <li>• Edited for clarification</li> </ul>
(13)(C) identify other individuals who exemplify good citizenship; and	<del>(13)(C) identify other individuals who exemplify good citizenship; and</del>		2010 SE (13)(C) moved into 2018 SE (10)(B)
(13)(D) identify ways to actively practice good citizenship, including involvement in community service.	<del>(10)(C)(13)(D)</del> identify ways to actively practice good citizenship, including involvement in community service.	(10)(C) identify ways to actively practice good citizenship, including involvement in community service.	2010 SE (13)(D) recoded to 2018 SE (10)(C)

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(14) Citizenship. The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:	( <del>11</del> )(14) Citizenship. The student <u>understands important symbols</u> , <del>identifies</del> customs, <del>symbols</del> , and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:	(11) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:	<ul style="list-style-type: none"> <li>• 2010 K&amp;S statement (14) recoded to 2018 K&amp;S statement (11)</li> <li>• Cognitive verb “identifies” changed to “understands”</li> <li>• Edited for clarification</li> </ul>
(14)(A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;	( <del>11</del> )(14)(A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;	(11)(A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;	2010 SE (14)(A) recoded to 2018 SE (11)(A)
(14)(B) identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful";	( <del>11</del> )(14)(B) <u>sing, recite, or</u> identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful";	(11)(B) sing, recite, or identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful";	<ul style="list-style-type: none"> <li>• 2010 SE (14)(B) recoded to 2018 SE (11)(B)</li> <li>• Cognitive verb “identify” changed to verb phrase “sing, recite, or identify”</li> </ul>
(14)(C) identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam; and	( <del>11</del> )(14)(C) identify <del>selected</del> symbols such as state and national birds and flowers <del>and patriotic symbols such as the U.S. and Texas flags</del> and Uncle Sam; and	(11)(C) identify symbols such as state and national birds and flowers and Uncle Sam; and	<ul style="list-style-type: none"> <li>• 2010 SE (14)(C) recoded to 2018 SE (11)(C)</li> <li>• Streamlined</li> <li>• U.S. and Texas flags remain in 2018 SE (11)(A)</li> </ul>
(14)(D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.	( <del>11</del> )(14)(D) identify how selected <u>symbols, customs</u> , and celebrations reflect an American love of individualism, inventiveness, and freedom.	(11)(D) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom.	<ul style="list-style-type: none"> <li>• 2010 SE (14)(D) recoded to 2018 SE (11)(D)</li> <li>• Edited for clarification</li> <li>• No content change</li> </ul>
(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:	<del>(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:</del>		Deleted
(15)(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and	<del>(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and</del>		Deleted
(15)(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.	<del>(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.</del>		Deleted
(16) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:	( <del>12</del> )(16) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:	(12) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:	2010 K&S statement (16) recoded to 2018 K&S statement (12)
(16)(A) identify the significance of various ethnic and/or cultural celebrations; and	( <del>12</del> )(16)(A) identify the significance of various ethnic and/or cultural celebrations; and	(12)(A) identify the significance of various ethnic and/or cultural celebrations; and	2010 SE (16)(A) recoded to 2018 SE (12)(A)

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	<b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b> <u style="color: green;">Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</u>		
(16)(B) compare ethnic and/or cultural celebrations.	<del>(12)</del> (16)(B) compare ethnic and/or cultural celebrations.	(12)(B) compare ethnic and/or cultural celebrations.	2010 SE (16)(B) recoded to 2018 SE (12)(B)
(17) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:	<del>(13)</del> (17) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:	(13) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:	2010 K&S statement (17) recoded to 2018 K&S statement (13)
(17)(A) describe how science and technology change communication, transportation, and recreation; and	<del>(13)</del> (17)(A) describe how science and technology <u>have affected</u> <del>change</del> communication, transportation, and recreation; and	(13)(A) describe how science and technology have affected communication, transportation, and recreation; and	<ul style="list-style-type: none"> <li>• 2010 SE (17)(A) recoded to 2018 SE (13)(A)</li> <li>• Edited for clarification</li> </ul>
(17)(B) explain how science and technology change the ways in which people meet basic needs.	<del>(13)</del> (17)(B) explain how science and technology <u>have affected</u> <del>change</del> the ways in which people meet basic needs.	(13)(B) explain how science and technology have affected the ways in which people meet basic needs.	<ul style="list-style-type: none"> <li>• 2010 SE (17)(B) recoded to 2018 SE (13)(B)</li> <li>• Edited for clarification</li> </ul>
	<u>(14) Science, technology, and society. The student identifies individuals who exhibited individualism and inventiveness. The student is expected to identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver.</u>	(14) Science, technology, and society. The student identifies individuals who exhibited individualism and inventiveness. The student is expected to identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver.	<ul style="list-style-type: none"> <li>• 2010 SE (4)(B) moved into 2018 K&amp;S statement (14)</li> <li>• Streamlined</li> <li>• Edited for clarification</li> </ul>
(18) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	<del>(15)</del> (18) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including <del>electronic</del> technology. The student is expected to:	(15) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:	<ul style="list-style-type: none"> <li>• 2010 K&amp;S statement (18) recoded to 2018 K&amp;S statement (15)</li> <li>• Edited for clarification</li> </ul>
(18)(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;	<del>(15)</del> (18)(A) <u>gather</u> <del>obtain</del> information about a topic using a variety of valid oral <u>and visual</u> sources such as <del>conversations</del> , interviews, <del>and</del> music, <del>;</del> <u>pictures, maps, and artifacts; and</u>	(15)(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts; and	<ul style="list-style-type: none"> <li>• 2010 SE (18)(A) recoded to 2018 SE (15)(A)</li> <li>• Cognitive verb “obtain” changed to “gather”</li> <li>• 2010 SE (18)(B) moved into 2018 SE (15)(A)</li> <li>• Edited for clarification and alignment with other social studies courses</li> </ul>

## GRADE 2 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
	<p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b></p> <p><b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p>		
	<u>(15)(18)(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.</u>	(15)(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.	<ul style="list-style-type: none"> <li>2010 SE (18)(D) moved into 2018 SE (15)(B)</li> <li>2010 SE (18)(E) moved into 2018 SE (15)(B)</li> <li>Edited for clarification and alignment with other social studies courses</li> </ul>
(18)(B) obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts;	<del>(18)(B) obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts;</del>		2010 SE (18)(B) moved into 2018 SE (15)(A)
(18)(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information;	<del>(18)(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information;</del>		Deleted
(18)(D) sequence and categorize information; and	<del>(18)(D) sequence and categorize information; and</del>		2010 SE (18)(D) moved into 2018 SE (15)(B)
(18)(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.	<del>(18)(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.</del>		2010 SE (18)(E) moved into 2018 SE (15)(B)
(19) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	<u>(16)(19)</u> Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(16) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	2010 K&S statement (19) recoded to 2018 K&S statement (16)
	<u>(16)(2)(A) describe the order of events by using designations of time periods such as historical and present times;</u>	(16)(A) describe the order of events by using designations of time periods such as historical and present times;	2010 SE (2)(A) recoded to 2018 SE (16)(A)
	<u>(16)(2)(B) apply vocabulary related to chronology, including past, present, and future;</u> <del>and</del>	(16)(B) apply vocabulary related to chronology, including past, present, and future;	2010 SE (2)(B) recoded to 2018 SE (16)(B)
	<u>(16)(2)(C) create and interpret timelines for events in the past and present;</u>	(16)(C) create and interpret timelines for events in the past and present;	2010 SE (2)(C) recoded to 2018 SE (16)(C)
	<u>(16)(D) use social studies terminology correctly;</u>	(16)(D) use social studies terminology correctly;	Edited for alignment with other grades.
(19)(A) express ideas orally based on knowledge and experiences; and	<u>(16)(E)</u> <del>(19)(A)</del> express ideas orally based on knowledge and experiences; and	(16)(E) express ideas orally based on knowledge and experiences; and	2010 SE (19)(A) recoded to 2018 SE (16)(E)

## GRADE 2 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
	<p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b></p> <p><b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p>		
(19)(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.	<u>(16)(F)</u> <del>(19)(B)</del> create written and visual material such as stories, <del>poems</del> , maps, and graphic organizers to express ideas.	(16)(F) create written and visual material such as stories, maps, and graphic organizers to express ideas.	<ul style="list-style-type: none"> <li>• 2010 SE (19)(B) recoded to 2018 SE (16)(F)</li> <li>• Streamlined</li> </ul>
(20) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	<u>(17)</u> <del>(20)</del> Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, <del>in a variety of settings</del> . The student is expected to: <u>use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</u>	(17) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	<ul style="list-style-type: none"> <li>• 2010 SEs (20)(A) and (20)(B) moved into 2018 K&amp;S statement (17)</li> <li>• Edited for clarification and alignment with similar TEKS in other social studies courses</li> </ul>
(20)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	<del>(20)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</del>		2010 SE (20)(A) moved into 2018 K&S statement (17)
(20)(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.	<del>(20)(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.</del>		2010 SE (20)(B) moved into 2018 K&S statement (17)